The Church School Teacher

LUME XXVII OCTOBER 1958 Number 8

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GAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XXVII No. 8
OCTOBER 1958

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Presession

by THE EDITOR

JUST arrived are some sample pages from Concordia Publishing House's "My Devotions," a new quarterly publication for children eight through thirteen. If the samples are any indication of what can be expected, one can give the general prediction: the artwork will be good; the content will be bad.

Take the selection for Wednesday, October 1, for example. This one is titled "Flying High with Your Captain Jesus." It starts with the question: "Can you think of ways in which a ride in an airplane is like traveling with Jesus?" The quickly offered answers are: (1) Jesus takes you off the ground. (2) You can let fresh air in through the fresh air outlets (the Bible is the fresh air outlet). (3) You can call a stewardess to serve you by pressing a button (you can call a beautiful angel to serve you by pressing the button of prayer).

But prayer is not pressing a button. Prayer is coming before the face of a holy and righteous but loving and merciful God. Prayer should be in the spirit of our Lord who taught us to pray.

Or take the selection for October 16 titled "How You Can Drive God Away." This one likens the Holy Spirit to a pet dove whose young master repeatedly held out some popcorn but closed his hand just as the dove was about to feast. Time and again he did this until finally the bird flew away and the boy never saw his pet again. The devotion concludes: "Don't make God sad by treating Him meanly or as if He didn't matter. He may leave you and may not come back."

Shame on writers who try to frighten children, who teach that God abandons children if they turn away from Him. The Father of our Lord Jesus Christ is not like that; He is like the Father in Jesus' parable of the prodigal son, who saw his son afar off and came to meet him and embraced and kissed him.

What the Modern Child Needs

The modern eight- to thirteen-year-old child is dealing with fear, sorrow, joy, love, hate. Over him hangs the cloud of nihilistic hopelessness. He needs the Father of our Lord Jesus Christ, the God of the Bible, the personal Savior, the Lord of the universe, the loving Counselor. He needs something solid, a theology which will not crumble.

Undoubtedly there will be high-powered advertising of these Concordia Publishing House devotionals. Some of our people, particularly those who think everything Missouri Synod publishes must be orthodox, may subscribe. But I hope they won't. The pure air our Lord wants children to breathe will not be found in these devotions, not if they're like my samples.

Well, you might ask, where shall one turn for children's devotions? I would say, turn to the devotions found in the Sunday school story papers published by our own Augustana Church. In both JUNIOR LIFE and TEEN TALK each week are daily devotions, correlated with the Christian Growth Series units, Bible-based, experience-centered, written in thought and language helpful to modern children.

The Long Range Program of Parish Education is moving ahead on schedule. Soon we will be involved in the actual writing of courses. Writers must be found —persons who have background in teaching, who have a flair for communicating through words, who will work under close direcrection of editors. I am assembling a list of persons to be interviewed. Do you know of someone who even faintly resembles a writer of church school curriculum? Please let me know.

If a new hymnal for Sunday school were to be published, what songs and hymns do you think should be included, what are your favorites? Please write us. We are beginning a file.

Every Month "Helps"

For the first time an October issue has the Christian Growth Series "helps" articles. This is in keeping with an announced policy (see September CST) of giving a few departmental suggestions every month.

Why I Like to Teach

by Mrs. Fred Bernhardt

DID SOMEONE ask you to teach Sunday school? Or did you think that you should volunteer to teach? Or are you thinking that it is time for someone else to take your class, and that you wouldn't teach for awhile? Occasionally a person needs to decide whether it is time to start, quit, take a recess, or continue in teaching Sunday school.

Why does anyone teach Sunday school, church school, or any of the numerous kinds of classes connected with Christian education? Christ commissioned His people to teach. Aren't we all His people, involved in the work of the church? If you have felt the need of assisting the teaching phase of the church in any way, then it is your responsibility to do so. If someone asked you to teach, someone thinks that you can. With the help of prayer, the guidance of the Holy Spirit, and with study and preparation you can teach. I am sure that if you participate in the teaching program of the church, and consider the outcomes of Christian growth in all phases of a person's life, you could not choose otherwise but to teach.

Mrs. Bernhardt, housewife and mother of three children, is superintendent of Bethany Lutheran Sunday School, Escanaba, Michigan, and is a member of the Superior Conference Commission on Parish Education.

More Than Duty

Don't you agree that there is more involved than duty or responsibility? I find teaching and study extremely interesting and absorbing. The Bible study sessions of the teachers' meetings, and the "practical helps" discussions (based on the *Christian Growth Series* and The Church School Teacher) illuminate many points that increase the interest in the lesson for both the teacher and the members of the class. In the past year when so many lessons were based on the Old Testament, I found new in-

terest in the stories of the prophets; and received new insights into the ways of God with His people, as revealed in the accounts of the Hebrews. In studying the written record of the relationships between people and God, we grew in understanding the ways of the Lord. I am sure that it was through the preparation for the Sunday school that I was exposed to new thoughts and understandings. Although I may have told myself often that someday I would read more about the prophets, it was the schedule of lesson preparation that made it happen. Now as I read and hear more discussions on the Old Testament, I have greater appreciation for what is said. I can foresee that all future lessons can do as much for me, and you.

Vague Words Not Sufficient

Of personal benefit for both the teacher and the student is the conviction of Faith that is realized when the child asks a question. If the question involves "why" or "how," the teacher finds that the challenge of forming the appropriate answer crystallizes thinking. Vague words are not sufficient. Answering the questions often requires a discussion at the student's level of understanding, but in keeping with Biblical truths. I remember pupils' discussions following such questions as "Why didn't God allow Moses to enter the Promised Land?" and "Did God forgive Moses?" Each answer must suffice for more than the present.

Basic Truths Wanted

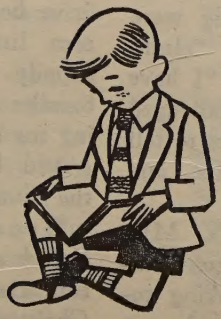
Understanding for the future requires very basic principles. In the next few decades, the students may be confronted by changing standards of living. When the history of the world shows sudden changes in the political and scientific fields; when science, politics (i.e., when different kinds of governments make different demands on their people), and wars cause changes in the standards of behavior, we look for basic truths as taught by our Lord, Jesus Christ. Sharing the faith in the words of Christ, "I am the Truth," is a constant need of the teacher.

Whenever a former student has been exposed to doubts (especially in the gab fests at college, or in the observations of life that seem contradictory to Christian standards), it is necessary to reconfirm the teachings, and with enough sympathy and understanding so that the doubts are erased. When the doubts are removed, and faith in God and Christ are increased, the values gained in teaching can hardly be measured.

I feel specially pleased when I see the young people continue to attend church whenever they are at home, and grow into young Christian adults.

In this shrinking world, where distance is covered more quickly, and our contacts with others become more numerous and complex, it is my constant prayer that those whose lives I touch will find a joy in meeting Our Savior, and I hope that I have not helped to cause the damnation of any soul.

Summary of Christian Growth
each Sunday for all Depts for the Pastor
- perhaps a thirty to be used
as a Temple Talk



Exciting Departure in Missionary Education Materials

by CAROL L. WIDEN

THE kindergarten department of the Trinity Lutheran Church School and Mrs. Thompson, the superintendent, were talking over things for which they were thankful. Parents, home, church, food, and clothing were mentioned. At the word "clothing" Diane proudly said, "I have eleven dresses." This challenged Jane and David and others to tell about their dresses, coats, and shoes.

After a few moments, Mrs. Thompson entered the conversation to direct their thinking toward boys and girls who do not have so many clothes—"not even enough to keep them warm in winter," she said. She reminded them of Ivan, the refugee boy whom the missionary education teacher had told them about at their last Mission Sunday worship service.

A result of that day's lesson came a few weeks later when the Lutheran World Relief clothing drive began. On that day nineteen little kindergarteners came happily to church school bearing bundles of clothing and an offering for boys and girls in countries served by their church through the Lutheran World Federation.

Because Mrs. Thompson's church school looks on missionary education as inseparable from Christian education, she had been alert that Sunday morning to seize the unexpected opportunity for integrating missionary education into the day's lesson on thanksgiving. Providing her with background for this task was the Mission Sunday material, published annually by the Board of Parish Education and the Wom-

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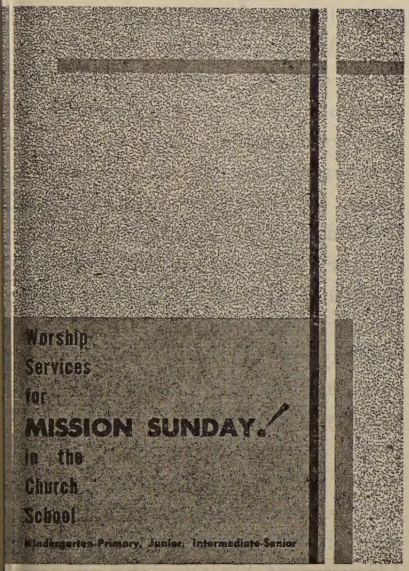
Miss Widen is Secretary of Missionary Education, Women's Missionary Society of the Augustana Lutheran Church.



en's Missionary Society and used with the regular curriculum of her church school.

A few weeks ago the superintendent of Mrs. Thompson's church school placed his order for the newly published 1958-59 Mission Sunday packet. Upon its arrival, he and the missionary education leader will sit down and examine the contents, make out a year's schedule of Mission Sunday worship services for each department, and decide how many service books will be needed by department leaders and teachers.

Exciting New Material at Less Cost

A pleasant surprise awaits them and others who order the new packet this fall. Called the "all-in-one" packet, this graded missionary education tool is an exciting new departure from former Mission Sunday packets and is available at less cost. Its new features, designed to help church schools plan a co-ordinated, year-round missionary eduaction program in all departments, include:

1. One complete packet of missionary education material for all departments from kindergarten through senior high, containing a book of Mission Sunday worship services, stories, current events, and teachers' helps; sixteen poster-size pictures planned as visual aids for some of the services and stories; two flannelgraph sets; and useful supplementary aids. Price $3.00.
2. Instead of separate program books for each department, as formerly, one loose-leaf book containing thirty-four graded worship services for Mission Sunday presentations has been published. The book also contains missionary stories, current events for pupils and teachers about "Our Church around the World", teachers' helps for integrating the material with the Christian Growth Series, and suggestions on how to use

flannelgraphs and how to start a church school library. This material is arranged in three department units which may be removed from the book and distributed to the respective department leaders. Entitled *Worship Services for Mission Sunday in the Church School,*. this book is included in the Mission Sunday packet, but additional copies are available for $1.00 each.

3. For smaller church schools who need material for only one or two departments, Unit Packets* are available, each containing a booklet of twelve worship services and teachers' helps together with pictures and other visual aids. Price, Kindergarten-Primary Department Unit, $1.50; Junior Department Unit, $1.00; and Intermediate - Senior Department Unit, $1.00.

How to Use Packet

After Mrs. Thompson's superintendent and missionary education leader have examined the new Mission Sunday packet and made out the year's schedule for Mission Sunday observances in all departments, they will place this packet in the church school office for frequent reference and use during the year. At the end of the year the worship service book and pictures will go into the library. An additional Mission Sunday packet will be ordered this fall for the department missionary education leaders. If theirs were a smaller church school they would not order an extra packet but disassemble the one they had, distributing the three Department Units in the program book and the related visual aids in the packet to the department leaders. Or they might purchase an additional copy of the book, *Worship Services for Mission Sunday in the Church School,* for disassembling and distribution to the various leaders.

Thus will Mrs. Thompson's church school through Sunday-by-Sunday integration of missionary education into the total church school program be developing in its boys and girls a Christian concern for others and an acceptance of their responsibiity for sharing the gospel.

* Order from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

A Church Library

by Erwin E. John

HOW often a child must lead the way in educating parents! This was particularly true in the development of the church library at Mount Olivet Lutheran Church in Minneapolis.

When this library was started about eight years ago without funds and only a handful of used books donated by less than half a dozen persons, the chances for success of such an untried project seemed dim indeed. That is, until the children found out about it, and thereby proved that "Johnny can read" and *does* read much more than the average adult. Once the children showed their parents where the library was located, and insisted on taking their favorite books out again and again (sometimes to be read out loud by the parent), it wasn't long before parents selected other books for them and began to find adult books for themselves. This irresistable advertising by the children is one of the chief reasons for the success of the Mount Olivet Church Library, which now contains over 1,600 volumes, has a yearly circulation of better than 5,000 books, and numbers close to 1,000 people in its user file.

One of the most common questions asked about a church library is, "What sort of books are there in the library? Are they all religious books?" The answer to this is "Yes" and "No." Since a church library is a specialized library, just like business libraries and medical libraries, it does not attempt to compete with the public or school libraries. Therefore all adult books are in some way related to the church and the religious interests of its members. This does not mean that they are all books on theology, however. Theology is only one section among many others, in which all the books are selected specifically for the lay person, who has no technical education in theological subjects. Typical shelf labels in the adult section

Mt. Olivet Church in Minneapolis is remarkable for the many ways it serves its members and its neighborhood. An outstanding example of this is the Mt. Olivet Library. Back of the library is the zealous author of this article. A meteorologist by profession but a librarian by passion, Mr. John has built Mt. Olivet's library into a dynamic agency for the congregation.

are: FICTION, INSPIRATIONAL, BIOGRAPHY, HISTORY, PSYCHOLOGY, TRAVEL, etc.

In the children's room, however, where the books are shelved according to age level, no effort is made to separate religious books from other wholesome books for children. A child's interests are as wide as the world. Therefore the appeal made to children is a multiple one, in which religion takes a natural and necessary part.

How Financed

Another question frequently asked is, "How are books selected, and who pays for them?" Book selection, of course, is one of the most important tasks for the librarian or library committee. This can not be learned overnight. It takes considerable experience to make selections on the basis of catalogs or book reviews, without actually seeing the book. Where there is a religious bookstore available, the task is much simpler. Here one can browse through the current offering of religious books and obtain the counsel of the salespeople. If no bookstore is close at hand, it is best to begin with the catalog of one's synodical publishing house, and attempt to achieve a well-balanced selection by obtaining a few books of every category. As one becomes familiar with authors, publishers, and reviewers, current selections can be made from reviews in religious magazines and from book-news folders sent out by the various religious publishers.

As for money with which to purchase books, there are many ways of working on this problem. The most satisfactory method, of course, is to receive a definite sum from the general church budget, even if this sum is small. This will indicate to the church board that the library is to be an all-church project, and not the privileged effort of any one organization. Of course, organizations also should be urged to support the library, especially by contributing funds for the type of books in which each organization is particularly interested.

Recognition of Donors

Individual gifts may be recognized by means of a book-plate in the front of the book giving the name of the donor, and the name in whose memory the book is given, if it is a memorial. These small gifts of a single book are especially appropriate for people who may want to do something special for their church, but do not have the means of offering larger gifts. And yet the influence of one book may be greater than that of many larger gifts.

One source of income which

should not be overlooked is that of fines on overdue books. Some churches hesitate to charge fines, for fear of discouraging circulation. Actually, fines are conducive to increased circulation. A person is more likely to finish a book in a reasonable period if he knows a fine will be due after a certain date. As for alienating a reader, if the fine is presented as a welcome contribution to be used for the purchase of additional books, often the person will give even more than the stipulated amount, thereby achieving a sense of generosity instead of a feeling of guilt.

Recordings

After the Mount Olivet library was several years old and fairly well established, it was decided to begin a collection of sacred recordings for loan. This was the time when long-play recordings were coming into general use, and Hi-Fi was just in its infancy. Such recordings as Handel's *Messiah,* DuBois' *The Seven Last Words* and simple hymns and carols became immediately popular. Gradually organ works, readings from the Bible, and even religious dramas were added. Breakage was negligible. Recently light classics have been added to the collection in order to interest teen-agers in the better types of music. A large pegboard display panel provides attractive eye appeal to the "record corner."

A third feature of the Mount Olivet library which helps to create a well-rounded cultural atmosphere in the library is the collection of framed reproductions of famous art masterpieces. These pictures, hanging on all the library walls and also in a small separate "art gallery," may be taken out just as easily as the books and recordings. There is no charge for keeping them for a six weeks' period, even though some of the pictures are valued at up to $40.00. Many of the smaller pictures, of course, can be framed for as little as $5.00 to $10.00. Any of these pictures may also be purchased, in case a user falls in love with it to the extent that he does not want to part with it. Typical reproductions are: Dürer's *Praying Hands,* Dali's *Crucifixion,* Zünd's *Christ on the Road to Emmaus,* Giorgione's *Adoration of the Shepherds* and Rouault's *Christ Mocked by Soldiers.*

Focal Point

A church library can become a focal point for religious education in a congregation. Church school teachers find material for aiding them in their lesson presentations. Church school children find added enjoyment and learning in reading books themselves.

Kindergarten at Tokyo

by Elaine S. Olson

THE peaches were large and sweet. The plum juice was cool and refreshing. These could have been served in a hospitable fashion many places in Japan. But the atmosphere in this home was different because the family is Christian. An obvious contrast was revealed when one set of sliding panels was opened. The room contained a massive case of black lacquer with gold trim. Several doors and panels had to be opened before one could see the gold Kanon or female buddha which it enshrined. All of the fittings around the figure were delicate gold handwork. "Of course, our family is Christian now," the father explained, "but at one time priests as well as family members came here to worship."

Besides closing the buddha closet what else can a family do to show that being Christian makes a difference in living? This family has taken the huge old storage buildings for farm products and converted them into a private kindergarten. Why a kindergarten? Very simply the family explained, "We thought it would help the Sunday school." The mother has a university education and wanted the results of her training to count for Christ and His Church. The space was there in the gardens and the storage buildings, and the spirit was in the family to use the facilities in a worthwhile way. Today there are six teachers and over a hundred kindergarteners.

What does one notice in looking at a kindergarten classroom? First, what is on the bulletin boards? Here the pictures seemed to be of a type especially appealing to children. Included were both western and oriental art. The murals done by the children expressed their reaction to experiences in conjunction with their classroom work. The color in the rooms was in the pictures and in the long, low tile sink in each room. Facilities were of a size suitable for little children and this is the second thing which one notices in a classroom. There were little marked lockers for each child's materials, and low coat hooks with a corresponding label. Even during the vacation period

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Miss Olson, Board of Parish Education staff member, attended the World Council of Christian Education Convention in Tokyo August 6-13. Here are her impressions of one Japanese family.

classrooms seemed to glow with life and an expression of interest in life.

Living things are used for teaching the children. There were cages for parakeets and jusimatsu. Jusimatsu means ten older and younger sisters. The principal explained that the birds have this name because they are so friendly to one another, and at night all sleep in one cozy nest. As she described their activities one could easily imagine the interest which she roused in the youngsters as she told them of the wonders of God's plan in creation.

The indoor playroom is spacious, the classrooms are light and airy, and the buildings surround a garden filled with flowers and trees and playground equipment. Japanese educational standards are high so it is important that the institutions which bear the name or reputation of being Christian maintain these standards. The visit and conversation with this family which wants "to help the Sunday school" would seem to reveal that they are vitally aware of this need. May God continue to bless families and projects which are dedicated to His glory.

"If you must know, we're going to give a program on the dangers faced by missionaries in cannibal lands."

Audio Visuals for Use with the Christian Growth Series

• OCTOBER, NOVEMBER, DECEMBER, 1958

by George B. Ammon

FOR THE past years we have sought to assist you in the selection of audio visuals for specific lessons in the Christian Growth Series.

Beginning with this quarter we plan to add to this regular selection service a new element . . . that of some *utilizations* suggestions.

It is our plan to suggest fewer audio visual aids for the various Christian Growth Series sessions, but to elaborate on the "how to use of a film or filmstrip as relargely to use the "unit" approach to selection and use. By this we mean that we will suggest the use of a film or filmstrip as related to a group of lessons (unit) rather than as related to one lesson. In many cases the audio visual will relate specifically to one lesson but have values for more than that lesson.

Your church should be looking forward to providing a place in its budget for the use of all types of audio visual materials. (For an analysis of how to spend your audio visual dollar see Pastor Ammon's article, "Building a Basic Audio Visual Library," in the April 1957 issue.—Editor)

Something new has been added! Up until now the AVRG, (*Audio Visual Resource Guide*) of the NCCCUSA has been available only on a subscription basis. As of September, 1958, the AVRG (4th Edition) is a sale item. The new edition provides critical evaluation and synopses of more than 2,500 different church-related films, filmstrips and recordings, sells for $10 and will be good for two years, with only one supplement planned.

This is a "must" for any serious users of visual materials in the church. Put an item in your church budget for this highly useful tool. (Order from National Council of Churches, 257 Fourth Avenue, New York 10, New York.—Editor)

Filmstrips listed for Christian Growth Series are available on a sale basis from the Augustana Audio Visual Service, 2445 Park

Avenue, Minneapolis 4, Minn., and the Audio Visual Materials Department ULPH, 2900 Queen Lane, Philadelphia 29, Pa. Some of the filmstrips are also available on a rental basis (approximately one-third sale price plus postage) from the same places.

Films are available from the Religious Film Libraries. Libraries are located as follows:

220 West Monroe St., Chicago 6, Ill.
57 East Main St., Columbus 15, Ohio
4006 Live Oak St., Dallas 4, Texas
240 Fifth St., Dayton 2, Ohio
1457 South Broadway, Denver 23, Colorado
222 South Downey Ave., Indianapolis 7, Ind.
2445 Park Ave., Minneapolis 4, Minn.
17 Park Place, New York 7, N. Y.
1399 Lake St., Pasadena, Calif.
1505 Race St., Philadelphia 2, Pa.
209 Ninth St., Pittsburgh 22, Pa.
825 Southwest Fourth Ave., Portland 4, Ore.
8 North Sixth St., Richmond 9, Va.
1205 North 45th St., Seattle 3, Wash.
Beaumont and Pine Boulevard, St. Louis 3, Mo.

Primary 3—Fall Quarter
The Bible and Christmas

UNIT A—USING THE BIBLE

Four sessions are given over to consideration of this unit. As introductory to these sessions you might use *School at Capernaum* (SVE). 28 frames, color, guide, $6. Describing a typical day in the village school for boys this might set the stage for the unit as you use it as a worship aid with the entire department. One teacher should be prepared to tell the story rather than read it. Application of this filmstrip would be at the discretion of each teacher in her classwork period. Major emphasis of the filmstrip is on the synagogue school, its teacher and equipment. Leader should help pupils see the content as rooted in religious learnings.

UNIT B—SOME STORIES JESUS TOLD

A series of sound filmstrips, *Parables from Nature,* has provided some church leaders with some highly interesting new angles on parables for children. Not all in this sound filmstrip series are equally good. One which might be used in connection with Session 5 is *Bootsie the Lamb* (Cathedral Films). 31 frames, color, guide, LP recording, $7.50. This is a story of how Judy and her mother go out in search of a lost toy lamb, how they find it

and bring it home. The best use would probably be at the end of the session, after consideration of the parable from the Bible itself. Allow about 14 minutes and have a brief follow-up discussion after its presentation.

For other parables in the unit you may want to use similar sound filmstrips from *Parables from Nature.* (Sesion 6—*Peppy the Pup,* and Session 7—*School Days in the Ocean.*)

A particularly good general resource for Session 8 is *Seedtime and Harvest* (SVE). 34 frames, color, guide, $5. This is a story for Thanksgiving which is set in Jane and Jerry's vegetable garden! Use at the beginning of the session as part of the primary worship.

UNIT C—CHRISTMAS IN MANY LANDS

The best audio visual for this unit is the sound filmstrip *Christmas Around the World,* which shows how Christmas is celebrated in many countries. Sale price is $10. (SVE), 40 frames, LP record.

Junior 3—Fall Quarter
Prophets, Kings and People

UNIT A—THE PROPHETS STAND FIRM

You might use as introductory to the entire four sessions *Elijah and Elisha* (Alexark and Norsim). 36 frames, color, guide, $7.50. This is an excellent overview of the highlights of the careers of these two early prophets. If you own this filmstrip you may want to use it piecemeal, selecting certain episodes for help with the lessons on Elijah (1, 2, 3) and the part on Elisha (4). Otherwise use it as part of the departmental worship.

UNIT B—KINGS AND PEOPLE SUFFER

Use *The Story of Esther* (Alexark & Norsim) during Session 8 as a discussion aid with the class. 30 frames, color, script, $6.50.

UNIT C—THE PROPHETS SPEAK

Select one of the prophets (Jeremiah, Ezekiel or Jonah) and dwell on his life. Two filmstrips by Alexark and Norsim will help you here. The first, *Jeremiah,* (34 frames, guide, $7.50) will be a real assist in Session 11, while the second, *Ezekiel and Jonah,* (35 frames, color, guide, $7.50) will be useful in the same session. One or the other will be plenty to introduce the class consideration of effort, courage and endurance exemplified in any one of these prophets. When using any of these audio visual materials try to get the "flow" of the story and

translate the script into your own presentation. Use more mature juniors from time to time to project, to tell the story or to lead the discussion. They will enjoy participating.

In connection with the use of Alexark and Norsim's filmstrips you will note the guides carry the Biblical narrative as well as the scripter's story. It is generally best to use the latter, since it has a better flow, although it will be good to interject the actual Bible material at important points. Many insights of the Teacher's Guide may also be included in the presentation of these filmstrips. Pace the presentation according to your own class needs, trying to get pupil's reactions to important points as you go along.

Intermediate 3—Fall Quarter
This Testament of Mine

UNIT A—BOOKMAKING

The color filmstrip *The Church in New Testament Times* (Church and Home Curriculum Series)—67 frames, $5—is an excellent visual tool for Session 2, Collecting the New Testament. This filmstrip is another which should be in each church's audio visual library.

For those who wish to add a "visual plus" to the quarter, secure and use when needed the slide series *New Testament Maps* (SVE). 11 slides, color, $6.60. These maps will be of special value with Sessions 1, 3, 5, 6 and 11.

UNIT B—WORKING AND TRAVELING

An excellent general audio visual resource which every congregation should own is *Palestine in Jesus' Day*. This two-part filmstrip in color sells for $10 with guide, and is highly useful as an introduction to Unit B.

In a preview session with some advanced junior highs, look at both parts of this filmstrip, keeping in mind that you will be selecting parts relevant to the unit or to special lessons. If it is decided to use this as "unit" introduction, do some planning with the class as to projects which might be initiated, or further reading or research which might be carried out or any other group-planned experiences which might flow from using a well-integrated audio visual.

UNIT C—WORSHIP

A supplementary audio visual for reviewing and clinching one of the unit aims, "to develop understanding that worship is to lead persons to a right and closer fellowship with God," is *Christian Worship* (Church and Home Curriculum). 59 frames, color, guide, $5. The filmstrip attempts

to show the historical origins of Protestant worship and to develop appreciation for differences in our worship habits. Used as a review, it should be part of Session 7, the final session of the unit. It might be used as part of the closing departmental worship, with a minimum of discussion. Sometimes a visual aid may be used purely for its ability to draw together lesson threads and to develop historical perspective.

In addition to the above, there is the possibility of using selected frames from the filmstrip *Palestine in Jesus' Day* (Part II). See above under Unit B.

For Session 8 you might wish to use *The Synagogue,* 22-minute film from the *2000 Years Ago* series. Rental, $6.

If you wish to see how the Jews worship today and something of their religious practices you might use the color filmstrip *Judaism Today* (SVE). 32 frames, color, $6. Use as introductory background to the unit.

UNIT D—KINDS OF WRITING

No aids suggested.

SUMMARY—THE HEART OF THE BIBLE

The Cathedral Films 33-minute motion picture *45 Tioga Street* (this was made for the ULCA Special Emphasis on the Bible and its meaning for living) would be a fitting climax to the entire quarter's study of the New Testament. As it will take more than half an hour to present, the best use might be as the concluding departmental experience of the day. Classes might begin immediately after brief devotions and be followed by the film with suitable introduction and ended with an appropriate prayer. The film rents for $9.

Senior 3—Fall Quarter

Christ in Old Testament History

This quarter is not set up in units (groups of lessons).

One general audio visual resource might be suggested as background for the quarter (and for the entire year's concern with Christ and the Old Testament). This is a brand new filmstrip, *How the Old Testament Came to Be* (Church and Home Curriculum). 40 frames, color, guide, $5.50. It tells how the historical writings, the writings of the prophets and the literary writings came to be, and gives a good over-view of how God continued to reveal Himself through the Old Testament scriptures.

Session 1 may be enriched through the use of a short film in color, *Creation According to Genesis* (Herman Boxer). 10 minutes, rental $4. This is a kind of poetic

interpretation of Genesis 1:1-2:3, through camera effects, time-lapse photography and skillful blending of color. Use as part of the departmental worship.

For those who wish to make real some of the Old Testament history (or to review quickly some biographical material) there is a series of well-drawn art work filmstrips which might be used. These are by the west coast producers, Alexark and Norsim.

Sessions where classroom use of these "content-centered," somewhat literal resources may be used are as follows:

Session 4—*Jacob* $6.50
Session 5—*Joseph II: The Governor* $7.50
Session 7—*Joshua* $7.50 or *The Story of Ruth* $7.50
Session 8—*Solomon* $7.50
Session 10—*Jeremiah* $7.50

Similar subjects are treated by numerous independent producers but are generally less desirable from several points of view. Most suffer because of poor art quality or poorly directed casting and acting; and most are not imaginatively treated as far as the script and picture development is concerned. The best overall series thus far in point of excellence of art work, script and treatment is the Alexark and Norsim series which now comprises thirty Old Testament subjects, all art work treatments and all in color. Not all are of equal merit, but they do have a fairly high level of consistently good art.

The most recent venture into the field of filmic treatment of Old Testament (Concordia Films' *Old Testament Scriptures*) is *not* recommended because of their lack of spiritual sensitivity, lack of creative artistry and poor direction.

Session 11 will be enriched by your use of the filmstrip *Ezra* (Alexark and Norsim). 35 frames, color, $7.50.

Session 12 revolves about the core idea of the quarter, "Christ in Old Testament History," and is scheduled on the Sunday before Christmas. It would be appropriate to use one of the sound filmstrips in *The Meaning of Christmas* series. This is *The World That Needed Jesus* (SVE). 40 frames, color with LP record, $9. It is an excellent resource for blending the concerns of the quarter with the Christmas season. The filmstrip and recording deepen our understandings of the deep yearning of the Hebrews for a Messiah and arouse clearer insights of the world into which the Messiah did come. Use as part of the worship with no attempt to belabor it in a discussion framework.

Helps for Teachers of Kindergarten

Series 2, Fall Quarter, Unit B

by Elaine S. Olson

A THANKSGIVING unit activity suggested in your Teacher's Guide is a donation of food and supplies. Ask your pastor to suggest some conference institution or a social mission in the community which will be happy to receive such a gift. This may be a project on which several departments of the Sunday school cooperate. To learn from this project the pupils must have a chance to talk about it. Prepare the class members by discussing with them the people who live at the institution and why we want to give them a Thanksgiving gift. Talk with the children about the difference between living in such a big place and being with your own family for Thanksgiving dinner.

Remind the Children

So that the parents are fully aware of the details a notice should be sent home with the children two weeks before the food is to be brought and there should be announcements in the church bulletin. The children should be reminded one week before they are to bring their gifts.

The class should have some conversation about the gift after it has been presented. Ask a person in charge at the institution to send an acknowledgment or thank you letter which can be read to the children. It is not likely that the children can transport the food but they need concrete evidence that food which they have given has been delivered!

Take-Home Gift

Let's use this unit to help the children bring family worship into their homes. Prepare the children during the three Sundays of the unit. As a related activity for Session 8 have the children make a take-home gift, a folder containing the outline of a worship suitable for Thanksgiving. Use construction paper of a golden brown color for the cover. Cut the sheets lengthwise so each piece is 4½"x 12", to be folded once. Have an insert sheet mimeographed on yellow paper. On the left side have the words to a song of thanks-

giving and a short prayer, such as the one on the back page of the pupil's leaflet for Session 8. On the right side print a simple worship outline. Suggestions:

Father read: (Write out 1 Chronicles 16:8, 9.)

Everyone sing: (Title of song on previous page.)

Kindergarten child say: (Write out memory verse which has been taught and reviewed during this unit. 1 Chronicles 16:34 is the same as Psalm 107:1, but it may interest parents to see the different reference.)

Have the children paste the insert into the cover. Stickers of fruit, vegetables and horns of plenty may be used to decorate the cover.

Use a familiar song such as, *Father, We Thank Thee,* or learn the unit song on page 63 of the Teacher's Guide, *We Thank Thee, Loving Father.*

Plan with the children how they will use the song and Bible verse. It is a good idea to suggest in a note to the home that the worship be used at dinner each day during the week so that the family will have it well in mind for Thanksgiving day.

Friends Who Give Us Food

In the conversation with the class about "food helpers" bear in mind the background experiences of the children. Spend time in conversation about how the children can be "food helpers" by being thankful to mother when she serves food which she has prepared, and by leaving their plates clean when they have eaten.

Let us not leave the conversation to chance but plan for each Sunday what should be discussed. Invariably kindergarten children will bring up a topic which was not in the plans. Do the best possible job to answer questions in a way which is satisfactory to this age group. We do not want to tell the children things which they must unlearn later as they progress in spiritual growth.

Friends Who Keep Us Well

Most children have had some experience in receiving shots and going to the doctor's office for examinations. The aim is important, that the children understand that God provides these helpers to do things for us to keep well and to get better if we are sick. If they can learn to be thankful rather than resentful for what these helpers do they have learned an important lesson for all of life. Point out to them that nurses and doctors go to other countries to help people get well and to tell them about Jesus.

Spend extra time on the ma-

terial from the worship folder, and leave the lesson leaflet coloring to be done at home.

O Give Thanks

The aim to direct the attention of the children to your work as a teacher may seem self-centered but these children are learning now for their future contacts in the church. Help them to know that you love them and you love Jesus—and so you want them to know more about Him.

Help the four and five-year-olds to see that the pastor does his work because he loves Jesus. This may be the basis for their first understanding of the significance of a call. If it is possible to have the pastor visit the class for a few minutes he may use this thought as the basis of his remarks to the group.

It is a wise teacher who observes the suggestion to have a mother help with Thanksgiving decorations. The mother becomes more interested in the classroom and the class, and so the child will gain more from each class session because of the interest of parents before and after that short time on Sunday morning.

Helps for Teachers of Primary

Series 3, Fall Quarter, Unit B

by Sister Gertrude Hill

TEACHERS, it is time to meet again for sharing sessions in planning the next month's lessons. Whether there are two, three or more teachers in the department, it is stimulating and helpful to pool ideas, share information and resource materials, and demonstrate various skills and techniques so that we may be better prepared to effectively present the teachings of Christ.

Looking at the calendar we note that there are five Sundays in November. The unit which is to be taught that month comprises five sessions. Thus, in our study and planning we will work ahead on the five sessions of Unit B, "Some Stories Jesus Told."

As we study the Teacher's Guide we discover that the major purpose of Unit B is to acquaint the child with some of the great stor-

ies Jesus told. The four parables —The Lost Sheep, The Lost Son, The Talents, The Unmerciful Servant—give special emphasis to Jesus' concern over the "lost" and His desire to have each person serve with whatever talents God has given him.

R.S.V. and Bible Story Book

It is well to read first from the Revised Standard Version the biblical bases of Unit B; then read the accounts of these stories in a children's Bible story book, such as *Marian's Big Book of Bible Stories* by Marian Schoolland. With this background of reading the biblical version and the Bible story interpretation for younger children, we are then ready to read and study the story leaflets and the session plans in the Teacher's Guide.

While we study and discuss the plans for teaching the five sessions of Unit B, we will be chiefly concerned with the understandings, attitudes and action patterns of each child for his Christian growth. In our teaching we are challenged to go beyond the stage of imparting knowledge; we are to help boys and girls use the knowledge gained from studying the teachings of Jesus in the development of Christian attitudes and in the response of daily Christian living.

The theme song for this unit is "Tell Me the Stories of Jesus." Words and music are found in the back of the Teacher's Guide. As primary children do not read readily from hymn books, it is better to teach a song by means of a song chart. Print the words on sheets of cardboard or newsprint so that the children can follow each of the three stanzas of the song. It may be best to have each stanza on separate sheets so that each stanza can be taught separately and the print will be large enough for the children to read as they gather around the song chart. Pictures which illustrate some of the episodes in the song can be pasted in the margins of the song chart. The teaching of this song should come either in the presession or during the preparation for worship, not during the worship service.

Suggested Activities

Since there is a variation of abilities among the children in the primary grades, we should plan accordingly for the related activities that will be suited to their interests and abilities. Primary age children have reached the stage where they can sustain interest in a project that carries through several sessions and do not necessarily have to take something home each Sunday as do the

nursery and kindergarten children.

The six-year-olds, or first graders, could make a frieze illustrating the four seasons. To make a frieze the children draw or cut out pictures to show weather activities or conditions which depict each of the seasons. These are then mounted on a large sheet of paper.

The seven-year-olds, or second graders, may enjoy making a peep show, miniature scenes placed in a staggered arrangement in a covered box and viewed through a small opening at the front of the box. The Teacher's Guide gives helpful directions for making peep shows. Either a Thanksgiving scene of bringing harvest gifts to the church or a biblical scene, illustrating one of the parables studied in the unit, would make an interesting peep show. A very helpful book for teachers that explains the making of peep shows and other such activities is *Here's How and When* by Armilda B. Keiser, published by Friendship Press.

Illustrated Story Book

As to the eight-year-olds, or third graders, they may like to prepare an illustrated storybook for their library. This storybook could illustrate and explain the parables of Jesus which they study in Unit B. Teacher guidance in composing the story will be necessary and this can be done by means of directed questions and conversation. This procedure will be an excellent way of reviewing each session's story and will also be a way of discovering the understandings the children have gained from the parable.

These projects need to be adapted to the abilities and interest of the pupils and to the time and facilities available.

Teaching Pictures

If you are looking for large teaching pictures, two pictures from the Christian Growth Series Picture Sets, Primary II, numbers 13 and 6, can be used with Sessions 5 and 6. From Beginners II Picture Set, number 16 correlates with Session 8.

Four other resource materials to enhance the teaching of this unit are: a suedegraph of "The Prodigal Son" which is available from Augustana Book Concern; two books for the browsing table, *Stories of Jesus* by Ethel L. Smithers and *Stories Jesus Told* by Ruth S. Gray; and a black and white filmstrip with script, "How God Takes Care of Us," available from Audio Visual Service, 2445 Park Avenue, Minneapolis, Minnesota.

All texts mentioned are available from Augustana Book Concern, Rock Island, Illinois.

Helps for Teachers of Juniors

Series 3, Fall Quarter, Unit B

by Mary Nordlund Shuey

WHAT factor impressed you the most in your study of Unit A? Was it the undaunted courage of Elijah and Elisha and the faithfulness of God? Do the juniors realize that the matter of greatest importance in life is to know and do God's will? Do they realize that the tragedy of the Divided Kingdom resulted from disobedience to God?

The review test on the first page of Session 5 could be given during presession and corrected during the class period. However, if you don't have a presession period, allow a few minutes for the test. Discuss the answers before introducing the new unit.

Read All Bible Bases

When you are preparing for Unit B plan to read all the Bible bases suggested in the Teacher's Guide for each session. It would help you to get even a better view of the total picture if you would read all of 1-2 Kings. If possible, also read this portion in a Bible story book.

When introducing Unit B, "Kings and People Suffer," use a map showing The Divided Kingdom. Did your class make one when studying Unit A? Such a map is found in the packet titled, "Bible Maps and Charts," available from Augustana Book Concern, Rock Island, Illinois. On the map point out Israel, the Northern Kingdom, where the incidents in Unit A took place. In Unit B, the stories of Hezekiah and Josiah take place in Judah, the Southern Kingdom.

Hezekiah and Josiah

Even though the kings of Judah were from the family of David, most of them dishonored God. The two that were different were King Hezekiah and King Josiah. They set about to do "that which was right" in the sight of God. They urged the people to serve God and to do good but seemingly most of them preferred to do evil. Help the juniors to sense the difficulties which these two kings encountered. Ask them to visualize how an individual would be treated today if he pointed out the wrong practices in his community and endeavored to correct them.

Session 5 can be divided into four parts. First, King Hezekiah instructed the priests to clean the

temple; second, he sent invitations to all the tribes to come to Jerusalem for the passover; third, his kingdom was threatened by King Sennacherib of Assyria; and fourth, King Hezekiah became ill. It may help the juniors to get a better picture of the whole lesson if these four parts were written on the chalkboard. Possibly the class can be divided into four groups, each group working to share the contents of one part. The group that is assigned the second part could read aloud the message as found in 2 Chronicles 30:6-9.

Use Map

Session 6 closes with a brief story of the destruction of Jerusalem. When preparing to teach the lesson, plan to read the story of Nebuchadnezzar as told in 2 Kings 24 and 25. As a result of the sad ending of this session, the juniors should realize that when people persist in doing wrong, the end results are usually tragic. It is fitting that Session 7 begins with an optimistic tone. Using a map, show where the Hebrews were scattered. Measure the distances from their homeland in miles and compare the number of miles to similar distances with which the juniors are acquainted. Urge the class to read the entire book of Esther after studying Session 6. Would you prefer the last sentence of Esther 4:14 for memory verse? The application of that verse will appeal to the juniors. There is available both a film and a filmstrip titled "Queen Esther." The film is for rent at $17.00 and the filmstrip may be purchased for $3.00, both from Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minnesota.

Is your class making a frieze of the prophets included in this quarter? To augment this activity you may be interested in securing a copy of John Singer Sargent's *Frieze of the Prophets.* A 4"x20" colored print of the frieze may be purchased for $.50 plus $.08 postage. Send to Trustees of the Public Library of the City of Boston, Boston Public Library, Boston 17, Massachusetts.

Junior Life

Have you noticed how the church story paper, JUNIOR LIFE supplements these lessons? Occasionally, let the juniors share portions they have enjoyed. Urge them to use the daily devotions under "Junior Worships." Are you using the packet of 1958-59 missionary education material? This packet of supplementary material is prepared by the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

Helps for Teachers of Intermediates

Series 3, Fall Quarter, Units B and C

by RUTH M. SWANSON

THE study of Units B and C of this quarter's material will add to our background knowledge of the life and times of New Testament history.

The first three lessons can be regarded as a unit on the life and activities of the people who lived in New Testament days.

Books such as Miller's *Encyclopedia of Bible Lands* and Smither's *A Picture Book of Palestine* will provide material supplementing that in the Study Book.

Harper's *Bible Dictionary* can be used advantageously for securing information regarding customs and vocations of Bible times. Look up such words as burial, farming, fish, marriage, meals, tribute and weaving.

A news commentator's technique could help us organize the data of these three lessons. A large chart, divided vertically into three sections with the titles "People, Places and Things," may be prepared and completed as a means of summarizing our study.

The top one-third of the chart will indicate something of the occupations, customs and home life of the people of Palestine; a listing of the important cities of Jesus' day; something of Jesus' ministry.

The middle one-third of the chart will outline the occupations, customs and home life of the Gentiles; the important cities in Paul's travels; a brief sketch of his missionary journeys.

The bottom section of the chart would concern the Christians of today; their field of endeavor; their missionary activities, thus relating our study to the realities of communicating the gospel to all people of our world today. The new turn-over chart, "You—and World Missions," prepared by the Board of World Missions will be helpful in interpreting our Church's world mission enterprise.

Unit C presents three definite thoughts: worship in the Temple,

in the synagogue and in the early church.

As in the previous unit, Smither's *A Picture Book of Palestine* and Harper's *Bible Dictionary* will be helpful in supplementing the information found in the Teacher's Guide and Study Book.

Even if the class is small, dividing it into study groups will make it possible to cover more material during the session. Session 7 lends itself well to dividing the class into three groups each concerning itself with a particular Jewish party: Pharisees, Sadducees and Herodians. Using the Bible and other resources, such questions as "Who were the Pharisees? (Sadducees, Herodians)" and "What did they believe?" should be answered. Each group's report to the class should also include answers to related questions on page 38 in the Study Book.

Summarize

A similar approach can be made to Session 8. Following the class discussion, summarize the lesson with the use of the Study Book material. One group may report concerning "Jesus and the Synagogue" after completing questions 1-5, page 41. Another group may share their findings about "The Disciples and the Synagogue," after thinking through questions 6-9, page 52. Both groups should work on questions 10-12 and bring their thoughts to the group for consideration.

The section about worship in a Bible dictionary and a commentary's explanation of the Biblical basis will be valuable in preparing Session 9. *Christian Worship, Its History and Meaning* by Davis and *O Sing Unto the Lord* by Horn will give us insights concerning our Lutheran liturgy.

The Service Book and Hymnal

In one of the early lessons of the summer quarter some time was spent in getting acquainted with our new *Service Book and Hymnal.* As a culmination to Session 9 further understanding of it can be developed. Have parts of the service read from the *Hymnal.* By using a Bible concordance and commentary, discover the location and meaning of these liturgical forms.

The location of various parts of our worship service follows: The Confession of Sins—Psalm 124:8; 32:5; Kyrie—Psalm 123:3; Gloria in Excelsis—Luke 2:14; Benediction at the close of the sermon—Philippians 4:7; Offertory—Psalm 51:10-12; Aaronic benediction—Numbers 6:24-26; Nunc Dimittis—Luke 2:29-32.

Texts are available from Augustana Book Concern, Rock Island, Illinois.

Helps for Teachers of Seniors

Series 3, Fall Quarter, Sessions 6-9

by Annette L. Johnson

THIS quarter's review is moving along at "rocket" speed. The first five sessions covered Old Testament history up to the time of Moses. Sessions 6 through 9 cover the book of Exodus through most of 2 Kings. This includes the periods of The Exodus, Wilderness Wanderings, The Conquest of Canaan, and The Golden Age up to the time of the Divisions.

Select

Since there is so much material to be covered in a short period of time, it will be necessary to be selective as to what and how much to cover. Use only those portions in the Study Book and Teacher's Guide that are necessary to accomplish the aim decided upon. It is not intended that the class should cover everything in the Study Book. Good teaching is not just covering material. It is far better to get one or two points across than to crowd in too much and have nothing learned. Through well planned interesting sessions try and create enough interest so that the seniors will want to read at home the Biblical references and other portions not read in class.

The Teacher's Guide

Make use of the Teacher's Guide. It gives helpful suggestions for each session. As you study the guides, make notations in the margins and underline with red pencil the special points of emphasis.

The major purpose of Session 6 is to make clear to the seniors the purpose of the law. As an interest approach, post a copy of the Ten Commandments along with some other laws, such as state laws, driving laws, etc. Introduce the session by asking such questions as "Do we need laws?", "Why do we need laws?", "Why did God give Moses the law?" Another means of introducing the session might be to have a short debate on the subject, "Resolved that laws violate personal freedom." Do not spend too much

time on the introduction. Lead into a quick review of the Ten Commandments and then into the sections "Christ and the Law" and "The Law and Love." Assign these sections to buzz groups. Have the seniors consider the differences Christ's coming made in the meaning of the law, and the part the Ten Commandments have in Christianity today. After the seniors have had a short time to buzz, bring them all together again for a summarizing discussion of the above points.

For Session 7, the class might be divided as to boys and girls. Let the boys take the sections on Joshua or Judges and the girls on Ruth. Give them time to study and buzz and then have them come together for a summary. As part of the summary, the boys might role-play some part from Joshua and the girls the story of Ruth and Naomi. (See the March 1958 CHURCH SCHOOL TEACHER for directions on role-playing.)

Two Eras

Sessions 8 and 9 cover two great eras in Old Testament history, thus many Old Testament characters come into the picture. The seniors should be familiar with most of these characters through previous Old Testament study. As an introduction to these sessions and a quick review, have some of the events of these eras simply dramatized by the seniors. Let the rest of the class guess what the event is and the characters involved. Spend just enough time on this to set the background for the more important part of the Bible study. Parallel the discussion of events during these periods as much as possible with world events today. The seniors should be up-to-date on this from their social studies. The teacher may have to "brush up" a little on current events.

Divide Material

You may find it feasible to divide the material among groups of boys and girls as suggested in Session 7. The girls should especially enjoy comparing Hannah's prayer (1 Samuel 2:1-10) and the Magnificat (Luke 1:46-55). One of these could also be done as a choral reading during the seniors' worship period. Some of the boys that are interested in building construction might enjoy studying and preparing a report comparing the building of the Temple (1 Kings 6, 7) with modern day building.

The summary of each session should help the seniors see the significance of the Old Testament historical books and the events recorded as they relate to Christ and Christian living.

And Finally . . .

by LAEL H. WESTBERG
Executive Director
Augustana Board of Parish Education

THIS year our Church will give special emphasis to the need for men for the ministry. Men *are* needed. We have congregations without pastors and new mission fields ready to be planted but for pastors. These are the immediate needs. But, workers in the Kingdom will be needed in the years far ahead. Children today should be told that the Lord needs workers. We must not wait until confirmation age to place into children's consciousness the call to the ministry. THE CHURCH SCHOOL TEACHER will run several articles this year showing the importance of the church school in helping people respond to God's call for workers.

Another Task

There is another task the church school teacher has before him today—namely, to counter the propaganda that says we must be so strong militarily that we will frighten our enemies into peace. Military strength just does not frighten people into submission; it frightens them into building stronger military machines. Thus the armament race continues, World War III seems inevitable, and our civilization looks doomed.

Repentance Needed

Can a Christian accept this kind of fate? I have heard that one church member said, "Perhaps God wishes to destroy us just as He destroyed the people in the time of Noah." This is an easy way to sidestep the great issues of our day. No, Christians must repent and teach repentance. This is our task.

We must repent, i.e., turn about from the attitude that we and our country are so right and every country opposing us is so wrong. We must turn about from our infatuation with material things; from our willingness to use military violence for our own ends regardless of cost to others. We must turn to an understanding and sympathy for the peoples of

the world, most of whom do not even have enough to eat. The world's unrest stems largely from these people. They want to share in the abundance we enjoy and we must become willing to share it with them.

Our children, youth and adults need to know that it is Christ's way to share and to seek peace. Teachers, do not be afraid to teach the way of peace, through sharing. Christ is on your side, when you do.

Latest Unabridged Merger Note

Someone telephoned the pastor of newly organized St. Timothy Evangelical Lutheran Church the other day and complained, "You're using our name 'evangelical.' No fair, we had it first."

Who will get the "evangelical" in the current merger negotiations?

The ELC-ALC-UELC group dropped it for the cosmetic TALC, or The American Lutheran Church. ULCA-Aug.-Suomi-AELC caught it on the rebound and for a moment it appeared to be ours. Now ELC wants it back with the prefix "United." It was theirs first! Who can blame them —it's the best name. Except, perhaps, the United Most Evangelical Lutheran Church. We could adopt that.

We're Just Spoofing

Incidentally, our merger group ought to have an ad interim name. ULCA-Aug.-etc., is just too unwieldy. How about *Sauna*? *S* for Suomi; *au* for Augustana; *un* for United; *a* for AELC. It's cosmetic too—a name to get steamed up about, as anyone from Finland will tell you.